



# Advisement Report 2012

## Compiled by the Advisement Assessment Task Force

The UVU Advisement Council created the Advisement Assessment Task Force (AAATF) in late 2011. The mission of that task force was to initiate assessment of advisement at UVU. This report is primarily the findings of the AAATF, including historical context, surveys, data, and ongoing projects that impact advisement.

# Table of Contents

<b>EXECUTIVE SUMMARY.....</b>	<b>3</b>
<b>Introduction.....</b>	<b>4</b>
Student Learning Outcomes.....	5
<b>2010 Self-Study.....</b>	<b>6</b>
<b>2012 Data.....</b>	<b>7</b>
Student Classroom Focus Groups.....	8
Self-Study.....	9
Omnibus.....	10
Advisor Focus Group.....	12
<b>Future Directions/Conclusion.....</b>	<b>13</b>
<b>Appendices.....</b>	
Appendix 1 – UVU State of Advisement Self-Study – May 2010.....	14
Appendix 2.....	20
Appendix 3.....	24
Appendix 4.....	28
Appendix 5.....	40
Appendix 6.....	46

# Executive Summary

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## AC Advisement Assessment Task Force Report 2012

### Milestones:

- Attended NACADA Assessment Institute- Clearwater, Florida
- Created Assessment tools, including mission statement and student learning outcomes
- Presented results from institute to Advisement Council
- Presented to Advisement Forum
- Initiated Gathering and Review of Data
  - Student Focus Group
  - Advisor Survey
  - Omnibus Survey
  - Advisor Focus Group

### Mission Statement:

Advisement at Utah Valley University is a teaching and learning process focused on student success. Advisors partner with students in their pursuit of personal, academic, and professional goals. We apply a philosophy of personalized, seamless, and intentional advising to campus-wide practices.

### Key Findings:

- Advisors play a significant role for students in the selection of their major (see Appendix 4, Figures 4,5)
- Academic advisors, along with Wolverine Track, were rated as the two primary sources students use to find information about program requirements and course information (see Appendix 4, Figure 14)
- Student focus groups revealed three themes related to advisor satisfaction (see Appendix 2):
  - development of a positive relationship in advising characterized by genuine concern and the student feeling like the advisor knows them individually
  - helping the student progress toward graduation
  - accessibility of the advisor

### Next Steps:

Continued assessment and additional data will enable better understanding between advising and the established Student Learning Outcomes for advising. Assessment cycle next steps; interpret evidence, implement change as a result of evidence, identify outcomes for key/focused assessment, potential rotation and timeline.

## Introduction

Advisement at Utah Valley University has seen many changes. Between 2008, when the institution became a university, and the 2011-2012 year, enrollment headcount increased from 26,696 to 33,395, and advisors ratios went from 464:1 to 435:1. This implies that approximately 20 new advisors were hired in less than 4 years. Assessment has been identified as a university-wide focus; the rapid growth and change inherent to UVU Advisement has led to an increased need for targeted assessment in that area. To that end, “formative evaluation is typically conducted for the purpose of refining or improving a program and is often conducted by internal evaluators” (see Rossi, Lipsey, & Freeman, H. E. (2004). Therefore, the assessment of advisement at UVU has been primarily the task of advisors and advising administrators.

From 2008-2010 UVU saw dramatic increases in students, as well as advisors, and completed the transition away from a model that included faculty advising. The previous organization of advisement served to accommodate this growth; yet the model increasingly showed evidence of being outdated and problematic. To address this issue, the Advisement Leadership Council (ALC) and Advisement Forum Planning Committee (AFPC) administered a simple self-study questionnaire as the first formal effort to evaluate UVU’s Academic Advising (May 2010 – Appendix 1). Consequently the ALC and AFPC were reorganized as the current Advisement Council (AC), with new bylaws and renewed focus on the collaboration of all advising and advising-related services across campus.

After the accreditation review in Fall 2010 by the Northwest Commission on Colleges & Universities, UVU received the following feedback, “The Committee recognizes the progress the institution has made in educational assessment, however significant work remains...The Committee recommends that the institution complete its work on assessment and ensure that those data are made part of the PBA process.” The AC appointed an Advisement Assessment Task Force (AATF), charged with gathering data and creating strategies for advising assessment. This report will show the work of the AATF; it is designed to both summarize the actions that have been taken, as well as provide recommendations and a springboard for future progress.

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Advisement at Utah Valley University is a teaching and learning process focused on student success. Advisors partner with students in their pursuit of personal, academic, and professional goals. We apply a philosophy of personalized, seamless, and intentional advising to campus-wide practices.

## Student Learning Outcomes:

Student Learning Outcomes (SLOs) were developed by the Advisement Assessment Task Force after attending the NACADA Assessment Institute in Clearwater, Florida. These were then presented to the Advisement Council and Advisement Forum for review and approval in September 2011.

- Students will be able to demonstrate that they know how, when, and why to contact their assigned academic advisor.
- Students will be able to recognize major, GE, and Graduation requirements.
- Students will be able to describe university policies and procedures as applicable, including academic standards.
- Students will be able to identify availability and purpose of campus resources.
- Students will be able to use Wolverine Track (Degree Audit, Planner, What-If Analysis)
- Students will be able to register and select classes based on their academic plans.
- Students will be able to operate and manage UVU official email by forwarding to personal accounts (if applicable, and responding to correspondence.
- Students will be able to prepare for, make, and keep advisement appointments.
- Students will be able to utilize campus resources and ask for help if needed.
- Students will be able to complete their degree requirements.
- Students will value the purpose and benefits of higher education, including GE, Essential Learning Outcomes (ELOs), and career planning.
- Students will be able to communicate the benefits of advising and experiences with their advisors.
- Students will be able to evaluate the availability, use of, and effectiveness of campus resources.

## UVU State of Advisement Self-Study (May, 2010)

The survey collected in Spring 2010 comprised roughly 80 pages of typed responses to 14 questions. The Advisement Leadership Council members commissioned Ron Hammond, Program Coordinator and Senior Research Analyst in the UVU Behavioral Science-Family Studies Emphasis to conduct the analysis and reporting. The analysis methodology followed a process wherein themes were identified and counted (thematic tabulation); summary results were developed from all the responses; and criticisms of current policies and procedures; and constructive suggestions to improve UVU advising were identified.

Effective methods to address the significant concerns raised in this study have been in motion and have already improved and resolved many of the concerns. The 2010 survey was the benchmark analysis and the beginning of concerted efforts to improve the quality of UVU advising and advisors working conditions. Results of this survey included but were not limited to a restructuring of the AFPC and ALC to the new Advisement Council, Advisement Forum email updates and blog, and an equity increase for some advisors (grade 33 to 35) after review by Human Resources. More recent studies presented later in this document confirm progress in these directions. The goal was to provide UVU Advisors with concise feedback about the survey in the spirit of openness and transparency.

### Key Findings

- ATD is considered to be an essential source of training for new and continuing advisors.
- ATD should continue to foster communication and professional development.
- Certification for new advisors was overwhelmingly valued.
- Continuing certification was valuable, yet no clear direction was apparent.
- A broad diversity of continuing certification strategies were expressed.
- A variety of communication enhancement strategies—technology and personal were given.
- Advisement Forum and the service it provides is valued by advisors.
- The role of AFPC could be defined, but many criticized ALC.
- The ideal structure was difficult to define in terms of maximizing efficiency.
- Many felt supported and expressed appreciation for that support.
- Most felt that their supervisors understood their jobs.
- Raises, pay inequities, and other salary-related complaints were rare in comparison to their other expressed concerns. A question about compensation was notably absent in this survey.
- Complaints and constructive suggestions offer specific insight into what might be implemented in the current campus-wide advisement efforts

*Full results and data can be found in appendix 1*

## Task Force Assessments (March to June, 2012)

During the Spring of 2012, the Advisement Assessment Task Force initiated assessments designed to assess both students' experience with UVU advising as well as advisors' evaluation of the UVU advising community and student readiness for college. Four separate assessments were conducted during this period: First, focus groups were conducted in multiple classes across campus asking students about their experience with advising at UVU, Second, items were added to the 2012 Omnibus Survey (administered to 8,000 students across campus with 502 responses) reflecting education outcomes connected to advising, Third, an open-ended self-survey was administered to UVU advisors to follow-up on the 2010 self-survey and assess advisors' perception of UVU advising. Finally, focus groups were held with a collection of UVU advisors attending an advising conference that addressed the advisors' perceptions of UVU students' readiness to meet with an advisor and for college in general.



## Student Classroom Focus Groups on Advising Experience at UVU

In February and March 2012, nine focus groups were conducted in classrooms in order to understand student perceptions and experiences of advising at UVU. These focus groups, led by members of the Advisement Assessment Task Force, utilized an evaluation paradigm allowing students to provide non-structured responses. Focus groups were conducted within the following courses: PSY 2250; PHIL 2050; EDUC 6360; SOC 1200; BESC 4040; MUSC 1200; and three separate sections of CLSS 1000. While not an exact cross-section of campus, these courses still included classes from most colleges at UVU and courses taken by students of varying programs and experience, from beginning students to seniors and graduate students.

Three questions were asked of the students in each focus group:

- 1) "What is working well in UVU advisement that we should keep doing?"
- 2) "What is NOT working well in UVU advisement that we should stop doing?"
- 3) "What should we start doing?"

This report is a summary of the specific themes discovered during a series of in-class focus groups facilitated by members of the Advisement Assessment Task Force.

### Summary of Results

In general, many of the advising aspects that focus group students valued were related to three core areas:

- developmental/relational aspects of advising (such as empathy and getting the to know the student)
- helping the student progress towards graduation
- the accessibility of the advisor

Both student satisfaction, and dissatisfaction, reflected these core concerns. Additionally, students repeatedly praised Wolverine Track as a useful tool in helping them progress. Aside from the core areas mentioned, dissatisfaction with advising also reflected some students concerns with the availability or accuracy of the information they received from their advisor. Common areas for suggested improvement (aside from the core areas mentioned) were better coordination between advisors and different innovative ways to communicate with advisors (such as online advising or weekend/night hours), particularly during peak demand times.

*Full results and data can be found in appendix 2*



## UVU State of Advisement Self-Study (Spring 2012)

It was determined by the Advisement Assessment Task Force, as well as the Advisement Council, that it would be useful to do a follow-up to the advisor self-study conducted in 2010. The purpose of this study was to evaluate the response of advisors to changes since that time and determine common concerns or areas for future improvement. The survey was open to all advisors on campus, including: academic and career counselors; academic advisors; specialty advisors; support advisors; and advising administrators. In total, 161 Advisement Forum members responded to this self-study survey, representing a high percentage of overall advisors on campus, and a significantly improved response rate from the initial 2010 study (50 respondents).

This survey was developed by the UVU Advisement Council and facilitated by the UVU Institutional Research Department under the direction of the UVU Advisement Council and Advisement Assessment Task Force and in collaboration with Dr. Ron J. Hammond. An email solicitation was sent to all current UVU advisors to participate. The survey questions followed the same format as the questions for classroom focus groups. Four core evaluation questions were included in the survey:

1. What is working well in UVU advisement that we should keep doing?
2. Is there anything we are currently doing in UVU advisement that is not working so well that we should stop doing?
3. In an effort to improve UVU advisement is there anything new we could start doing that we currently do not do?
4. Any other thoughts about UVU advisement that should be brought to our attention?

### Key Findings

There were several themes that emerged from this second advising self-study, organized here in descending order by number of mentions:

- Advisors spoke positively about both Advisement Forum and training opportunities in general. A large number of advisors said that additional training and cross-training between advisors would be useful.
- A number of advisors were interested in more activities to network with other advisors.
- A number of advisors stressed the importance of a close relationship between the advisor and their specific department/department chair.
- Some advisors felt that the Advisement Council needs to communicate better with the advisement community in general.
- Some advisors felt that other advisors were too dominating or were disrespectful to other advisors.
- Several advisors felt that there should be consistent and clear job expectations between advisors.
- Several advisors mentioned the importance having fair pay or an opportunity for a raise.
- Several advisors felt that we need more advisors.

*Full results and data can be found in appendix 3*

## Spring 2012 UVU Omnibus Survey

Important to the assessment of UVU Advisement was to establish how advisors contribute both to the core institutional values and to individual outcomes that were hypothesized to be highly relevant to students' advising experience. Once the key hypothesized outcomes were identified that were common to most advisors on campus, a survey was created to assess students' achievement of outcome goals and ratings of their own level of understanding of these objectives. The survey was modified from an assessment tool developed by the University College Academic Counseling Center for advisor assessment.

After having been developed in the Advisement Assessment Task Force, and in conjunction with UVU Institutional Research Department employees, the survey was sent to the Human Subjects Review Board and approved (assigned # 00833). The survey was administered to 8,000 randomly selected current UVU students via their campus email. There were 502 completed surveys yielding a response rate of 6.3 percent. Figure 1 in Appendix 1 describes the demographics of those 502 respondents.

### Summary of Findings

While there was a wealth of information gained from the Omnibus survey, there were several key findings that are relevant to university advising. First, students report that advisors play a large role in helping students choose their major (Figure 4 in Appendix 3). Among 13 options, academic advisors ranked tied for 4<sup>th</sup> among factors that helped students select their major, and tied for 2<sup>nd</sup> among academic resources (behind only students' experience in courses).

Second, students selected academic advisors most often among resources that are "useful to finding important academic information such as degree requirements, GE req., and pre-requisite courses" (Figure 14). When asked to identify General Education requirements, a large majority of students correctly identified core requirements. However, this also identified one area in need of improvement, as well as potential corrections to how questions are asked for better clarity and accuracy. Additionally, when asked to rank resources that they found useful to find the same information (Figure 15), academic advisors narrowly finished second. It should be noted that on Academic Advisors and Wolverine Track, a tool that goes hand-in-hand with academic advising for student academic planning, were ranked very closely on each of these questions in 1<sup>st</sup> and 2<sup>nd</sup>. These two responses were each selected 85% more often than the 3<sup>rd</sup> place response.

Third, while advisors' impact on the areas above seemed significant, the data was less clear on the specific impact that advisors had across other areas. For example, 50% of students agreed that advisors "helped [the student] to be an effective student," however a significant proportion of students, 25%, disagreed with this as well (Figure 11). Asked whether interactions with their advisors have influenced them to continue at UVU, the gap was even narrower with 37% agreeing and 31% disagreeing.

The data also was unclear on what influence advisors have on a number of different factors that students rate as being important to their university experience (such as social experience or

improving problem solving, communication, or critical thinking skills). The exception to this was accessing employment, where 30% of students said that advisors helped them understand the importance of that factor. Additional research may be helpful to further understand the effect that advisors have on each of these factors in education.

*Full results in appendix 4*

*Full Omnibus Survey example in appendix 5*

## UVU Academic Advisement Conference Focus Group

The final assessment conducted was two focus groups with advisors regarding what helps students be prepared to begin their university education. Focus groups were conducted as part of a summer advising conference, with participants self-selected. Across two focus groups, 20 advisors participated (7 male and 13 female). Dr. Ron Hammond facilitated the focus groups and students from his advanced behavioral science research course assisted with gathering and analyzing data.

There were 7 UVU BESC 4040 Students who attended: Bronson Dameron, Brian Ivie, Katie Gurr, Bonnie Burby, Vicki Beckham, Shannon Ramirez, Travis Reynolds, & Chandni Patel

### Key Findings

Advisors suggested many qualities that help students succeed in the university setting. Some of these included:

- Being motivated, proactive, and engaged in their own education
- Taking responsibility for their own efforts and education
- Having a strong external support system
- Being willing to get involved at UVU

Additionally, before meeting with their advisor, it was suggested that students should be fully admitted to UVU, have a familiarity with web resources (including Wolverine Track), have begun to develop an academic plan, and bring specific questions to their advising appointment.

Finally, advisors answered what information would be key for students to understand before beginning the specific Fall 2012 semester. Answers included specific semester deadlines and dates, the availability (or lack of availability of many classes), and information about the new Structured Enrollment program.

*Full results in appendix 6*

## Conclusions & Future Directions

To paraphrase the Northwest Commission on Colleges and Universities, there is still much work to be done. Assessment is not a singular event, rather, as stated by those like Maki (2002,2004) and Darling (2005), it is a process, to be initiated, implemented, and revisited. It is the Advisement Assessment Task Force's recommendation that the continued assessment of UVU Advisement focus on the following efforts:

- *Further interpretation of data*
  - *Comparison of Self-Study 2010 and Self-Study 2012*
  - *Review and implications of Omnibus Data*
  - *Review and implications of Student Focus Group Data*
- *Identify areas of improvement and define specific goals and measurements*
  - *Rewriting of Omnibus Questions for improved results*
  - *Annual SLO focus*
  - *Coordinated collection of data and reports*
- *Establish on-going assessment plan*

Based on the anecdotal evidence of colleges, schools, and individual advisors initiating tools to collect assessment data, it is promising that a “culture of assessment” has taken hold in the campus-wide advisement community and that these efforts will increase efficacy to the direct benefit of UVU's students.

# APPENDIX 1

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## Full Results UVU State of Advisement Self-Study (May, 2010)

### Results Presented by Questions asked

#### Question 1. "I consider myself to be a/an \_\_\_\_\_ advisor:"

Academic N=28 (57%)

Support N=8 (16%)

Specialty N=7 (14%)

Other N=6 (12%) (Acad. & Career; Actual Academic; Administrative; Career & Academic; Dept. Academic; Secondary specialist)

#### Question 2. "What do you see as the role of the Advisor Training and Development (ATD) Dept.?"

Initial training N=21

Ongoing prof. training N=20

Keeping us current & up-to-date N=7

Reinforcement of standards N=8

Best practices N=5

Conduct certifications N=5

Technology updates N=3

Central Advising Communication source N=4

They have no role N=3

A support system N=4

Career Laddering N=2

Self-studies N=2

Helping us help students N=2

Not a governing or regulating entity N=2

Area specific needs N=2

ATD doing a great job N=1

Chairs should train N=2

Need equality in wages N=1

#### Question 3. "What specific ways would you like to see ATD support advisors and advising at UVU?"

Continue ongoing training N=21

Continue initial training N=10

Keep us updated on policy and other campus changes N=8

Better use of existing university resources N=7

Improve communications flow N=6

Leadership needs to come up from departments and schools N=6

More collaboration across all advising N=5

Convenient training options N=6

Provide current standards N=4

Need travel money from deans to confs. N=4

Get us certified in process N=3

Support for advisor's efforts N=3

Give timely feedback N=3  
 Provide training books/library N=3  
 Self-study seeking our feedback N=2  
 Bring back brown bags N=2  
 Socials N=1  
 Modify Banner N=1  
 You are doing a good job N=1  
 Career laddering N=1  
 Give credit for seminars N=1  
 Survey students to provide feedback for us advisors N=1  
 Support not dictator N=1

**Question 4. "What is your opinion regarding the advisor certification program for new advisors?"**

Great idea N=25  
     Especially good idea for new advisors 11  
 It is needed N=13  
 Keeps us competent/professional N=12  
 Want to know more N=3  
 Need advisors to mentor and observe one another N=3  
 Needs constant revision N=3  
 Put an incentive on certification N=3  
 Certifications should NOT try to meet all department's specific needs N=2  
 Need out of office time to certify N=2  
 Needs modification to help more experienced advisors N=2  
 Exam was ridiculous N=2  
 No pressure should be made to certify N=1  
 Chance to retake exam N=1  
 Exam too complicated N=1  
 Need more than just a test N=1  
 Advisors need place to ask questions if stuck N=1

**Question 5. "Do you think an advisor continuing certification program is valuable?"**

Yes N=38 (78%)  
 No N=11 (22%)

**Question 6. "List reason why not."**

Too much departmental diversity N=4  
 What is the incentive? N=2  
 No reason to do it N=1  
 Just keep ongoing training N=1  
 Departments should recertify N=1  
 Don't take advisors too far from desks N=1  
 Brainstorming might be better for finding solutions N=1

**Question 7. "If there were a continuing certification program what would the role and key element of it?"**

Current test of our competencies N=18  
 Deans, chairs, and departments should set standards N=10  
 Career ladder N=5  
 Needs incentives N=4  
 Help to attend conferences N=4



Training on Wolverine Track N=2  
 Training on Suicide prevention N=2  
 Training on advanced advising techniques N=2  
 Support research and publications N=2  
 Have multiple options N=2  
 Training on Safe Zone N=1  
 Training on people skills N=1  
 Keep forums N=1  
 Observations of advising by another advisor N=1  
 Set "Master advisor " standard of excellence N=1  
 Use teacher model N=1  
 Continuing certification is like a slap in the face N=1  
 Train us on graduates getting jobs N=1  
 Help us advise students better N=1  
 Focus on theory of advising N=1  
 Focus on practice "not theory" of advising N=1  
 It should be about improving, not proving N=1  
 Should be a personal choice N=1  
 Use portfolios N=1  
 Recognize our service N=1  
 Schedule training for us N=1

**Question 8. "What do you recommend to improve the communication among the advising community?"**

Keep current forums N=13  
 Multiple e-mails N=10  
 Advisor wiki/blog/Facebook N=5  
 Electronic newsletter N=4  
 Doing great now N=3  
 Bring back the old forums N=3  
 An online advisory Board N=2  
 Communicate sooner N=2  
 Active learning groups N=1  
 Keep using Banner N=1  
 We should be valued N=1  
 Lunches N=1  
 Let us get to know one another N=1  
 Crystal programs helps N=1

**Question 9. "What is your understanding of the role of advisement forum?"**

Refresher training N=18  
 Help us to communicate needed information N=7  
 Boring time waster N=4  
 Needs more purpose N=3  
 Gives us a collective voice N=3  
 Focus on procedures not department-specific stories N=3  
 Updates to policy/procedures N=2  
 Network N=2  
 Unifies us N=1  
 Focus on teaching us N=1  
 Broken at this time N=1  
 A "staff meeting without a clear leader" N=1  
 All-purpose group N=1

It lets us talk about critical issues N=1

Constructive feedback is much better than complaining N=1

**Question 10. "What is your understanding of the role of the Advisement Forum Planning Council (AFPC) and the Advisement Leadership Council (ALC)?"**

**AFPC**

Plans forums and June Conf. N=20

Representative body N=11

Under-represented by advisors N=2

Out of touch with advisors N=2

Tries to be/do too much N=1

Appointed members N=1

Lacks authority N=1

Advises Dean's Council N=1

Gets nothing done N=1

Improves advising N=1

**ALC**

Don't know/Who knows? N=13

Communicates to administrators N=7

Unnecessary committee N=3

Oversees AFPC N=3

Fosters information sharing N=1

Receives input from AFPC N=1

Comm. Of administrators N=1

Made up of administrators who want nothing to do with advising N=1

No one likes the policies they dictate N=1

Needs transparency N=1

Suggests topics to AFPC N=1

Directs advising across campus N=1

Representation on campus N=1

Counsels retention N=1

Tells us what to do with no voice in matter N=1

**Question 11. "What do you see as the most effective structure or organization to ensure effective collaboration, communications, and consistency in advisement?"**

AFPC is doing a great job as is N=18

Voice or say in self-governance N=11

Run AFPC differently with collaboration and communication N=5

We need fair and accurate representation N=5

Just one leadership body is enough N=3

Academic advisors report to deans N=3

ALC should be advisory only N=2

Make it like ADT N=2

Restructure with clear purpose and goals N=2

Eliminate current structure N=2

Eliminate ALC N=1

Communication N=1

Transparency N=1

One clear leader N=1

Rotate leadership roles N=1

Make support advisors report to AVSASS N=1

Form ad-hoc committees N=1  
 Make comm. Like PACE for advisors N=1  
 Split advisors to academic and support N=1  
 Merge AFPC & ALC N=1  
 Like this Deans, Advisors, and advisor's committees N=1

**Question 12. "What does it mean to you to feel supported in your advisement duties?"**

I do feel supported N=13  
 Deans and Chairs do values us N=10  
 A great deal N=6  
 Great to have a sympathetic ear N=4  
 Makes work better N=2  
 We shape our student's lives N=2  
 AFPC is doing a great job N=1  
 Must lower ratios N=2  
 We really depend on graduation office and they are there for us N=1  
 I'm important to our students and department N=1  
 I appreciate it N=1  
 Secure when admin has my back N=1  
 My supervisor gives me autonomy N=1  
 Admin is not supportive of us advisors N=1  
 I have so many students to advise N=1  
 I can do better N=1

**Question 13. "Do you feel your supervisor understands what your job duties entail? Please explain."**

Yes N=33  
 Yes mine does what I do N=8  
 No N=7  
 Chair yes N=5  
 Some but not all N=4  
 Chair no N=2  
 Dean no N=2  
 Faculty yes N=2  
 Train them N=1

**Question 14. "Do you have any other feedback?"**

Need a raise N=5  
 I'm very overburdened N=3  
 Training is great N=3  
 Need to project what we will be in the future N=1  
 We've come a long way N=1  
 Admin supports us N=1  
 Advisors value student success N=1  
 Advisors do great work N=1  
 UVU has a good advising model N=1  
 "Counselor" is a misnomer N=1  
 More respect please, we are doing all we can N=1  
 Thanks for the chance to be heard N=1  
 I have 2 jobs just to get by N=1

**10 Complaints extracted from the responses (themes not quotes )**

- Almost every advisor feels like a victim
- Ratios came from admin and don't serve students well
- Admin doesn't listen to us
- Too much territory defending, not enough focusing on students
- Some advisors feel entitled to push their unnecessary agenda on the rest of us
- We brag too often about being number one in the nation
- Some do-gooders want to kick the rest of us out
- Eliminate department travel logs and stories from meetings
- Break up cliques on committees
- Lots of unwarranted gossip and criticism of colleagues

**10 Constructive suggestions extracted from the responses (themes not quotes )**

- Give us social time to get to know one another
- Help us create a unified community of UVU advisors
- Talk to the person you have an issue with. Don't backbite
- Respect one another with unique burdens we bear
- Create an e-newsletter
- All advisors should allow other advisors to do their job
- Team build and collaborate
- Convert our discussions into action
- Take ownership of our role on campus
- End resentments that pay is too low for most

# Appendix 2

## Results from Advisor-Facilitated Classroom Focus Groups on advisement Quality at UVU

This report is a summary of the specific themes discovered during a series of in-class focus groups facilitated by members of the Advisement Council. These were the courses wherein the focus groups transpired: Psy 2250; Phil 2250; Educ 6360; Soc 1200; BESC 4040; CLSS 1000.01, .02, & .03; and Music 1200. Many important comments were made and suggestions were given. The feedback presented below is a simple yet comprehensive list of all the core issues and themes gathered in the focus groups. None of the issues were ranked nor counted, because the participating in-tact classrooms were selected by convenience rather than by scientific sampling.

Using a program evaluation paradigm, three questions were asked, allowing students to provide non-structured responses that were collected and reported upon. The three questions included:

- 4) "What is working well in UVU advisement that we should keep doing?"
- 5) "What is NOT working well in UVU advisement that we should stop doing?"
- 6) "What should we start doing?"

### **Responses by Specific Questions:**

#### **Question 1: "What is working well in UVU advisement that we should keep doing?"**

##### Campus issues

One stop  
Call center  
Wolverine track lets you run "what if" scenarios  
Career development center  
Majors-specific advisors  
General advising is comfortable environment  
Like person in hallway

##### Advisor Relationship Issues

The personal caring aspect with advisors  
When advisors get to know me  
Empathetic advisors  
Emails about programs and opportunities  
When advisors are not rushed with me  
One on one time with advisors

##### Advisor Skills

Advisors know how to get you toward graduation  
Advisors use Wolverine Track well  
Advisors were very specific and which course to take and when  
Referrals from advisors  
When advisors get back to you  
When advisors are easy to work with  
Like multiple forms of communication with advisors (texts, emails, etc)  
Like announcements

Advisor Policies

Good idea that we have to meet with an advisor before we register for first time  
 Graduate advisors much better than undergraduate  
 Being assigned to certain advisor

Advisor Access

Quick access to advisors  
 Quick reply from advisors  
 Advisors giving specific recommendations on which teachers to take

**Question 2: "What is NOT working well in UVU advisement that we should stop doing?"**Campus issues

New students need more direction  
 Confusing desk in front of One Stop by stairs?  
 Faculty annex too far away  
 Administrative assistant not kind  
 General advisement not as personal  
 Location of advisor is bad  
 Wolverine Track is overwhelming  
 UVULink difficult to navigate  
 Logging in and out of UVLINK to get emails is frustrating  
 Wolverine Track makes mistakes sometimes  
 No one told me about Wolverine Track  
 Frustrating to have to go all over campus rather than just get it done with advisor  
 Need to know required courses up front  
 Music website info is old  
 No announcement of upcoming events  
 Would like teachers to use Canvas

Advisor Relationship Issues

We are just another number  
 Advisors not taking enough time with me

Advisor Policies

Shuffled to other advisor too often  
 Secondary advisement lacked  
 Different messages from different advisors  
 Advisors are slammed during peak times  
 Don't let unqualified advisors advise yet  
 Difficult to have to shift advisors after you get married and name changes  
 Need advisors to give better picture of broad issues  
 Don't like mandatory visit each semester  
 Have to meet with accessibilities

Advisor Skills

Advisors not helpful with general questions, you have to be specific to get right answer  
 We sometimes don't know what to ask advisors-advisors could guide more on this  
 Sometimes rushed by advisor during appointment  
 If you change advisor, transition is rough  
 Unexpected surprises toward end of program that advisor failed to inform me of  
 Sales pitch  
 Advisors was not knowledgeable about courses  
 Advisor not returning phone calls

Advisors must be trained  
 Never tell me this is how it is in the “real world”  
 Advisor needs to get sequential course order information down better

#### Advisor Access

Hard to get appointment with advisor  
 Sometimes impossible to get appointment in timely manner  
 Difficult to sign up for student teaching through advisor  
 Evening appointments not available

### **Question 3: “What should we start doing?”**

#### Campus issues

Flyers and alerts for deadlines  
 Improve Wolverine Track (accurate, instructions on how to use, live chat,)  
 Better advice on transitions from Asso.to bachelors  
 More advisor availability in peak months  
 Leave advisement notes on our records  
 Provide career advising  
 Need private office  
 Get advisors and teachers on same page  
 Half stop (like One Stop for students in other buildings)

#### Advisor Relationship Issues

Admins more service oriented  
 Better relationship with individual students (sensitivity, helpfulness, empathy)

#### Advisor Skills

More advisors who are specialized (IE: transfer issues)  
 Consistency among advisors  
 Better communication  
 Better organized  
 More accuracy  
 Explanations of holds  
 Better referral information from advisors  
 More detailed options for us to choose from

#### Advisor Policies

Remove holds faster  
 Get information about internship deadlines out sooner  
 Once major declared help map out next 8 semesters  
 Have advisors check up on us  
 Make advisors keep appointments

#### Advisor Access

More walk-ins  
 Saturday hours  
 Evening hours  
 Online advising  
 Text messages with advisors  
 Online appointment scheduling



# Appendix 3

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## Results from the Spring 2012 UVU State of Advisement Self-Study

### **Categories of UVU Advisors who took the survey by Area of Speciality:**

- 42% (67/161) Academic Advisors: Individuals whose primary role at the institution is the direct delivery of advising services to students in academic departments
- 9% (14/161) Specialty Advisors: Individuals whose primary role at the institution is the delivery of advising services to special populations
- 12% (20/161) Support Advisors: Individuals whose primary role at the institution is offering information and/or services that support the advisement process
- 18% (29/161) Administrators: Individuals who supervise advisors or oversee the advisement function for their college/school, department, or unit
- 14% (23/161) Other: Individuals who have an interest in or some responsibility for advisement but whose primary role at the institution is not as an advisor
- 5% (8/161) did not identify category

Using the answers to the core questions asked, the feedback from advisors were placed into thematic content areas.

All comments have been condensed into major themes and categorized together.

The estimated frequency of how often something had been said is the number following the comment

### **Training**

- Continue training 33
- Additional diversity training 1
- Let advisors have input on what we need for training 1
- Keep holding advisor forum/emails 24
- Forum has more potential than is being realized 1
- Listen to advisors about course content suggestions 1
- Publish monthly list of training 1
- Cross training helps us better serve students 1
- Let existing advisors train the new advisors 1
- Make advisor training more open-discussion 1
- We need to share what works well with other advisors 2
- One size does not fit all 1
- I'd like to know what happens in forum (I cant attend) 1
- We should know about changes before the students do 2
- Training on provisional admissions
- Need cross training 1
- Training needs to live up to what it claims to do 1
- Let us get good at what we should be doing before changing it again 1
- Need structured enrollment training 3
- Need different trainers 1
- Let existing advisors train new advisors 1
- Better department training 1

Hold the forum in the Library 1

### **Working Conditions advisor-to-advisor**

There is an advisement gang trying to run everything 1

A small group of advisors hijack forums 1

Stop disrespect shown by FT advisors to PT advisors 1

A few advisors are dominating the forum 1

Share what works well together 1

I'd like to get to know other advisors more 3

I like meeting and networking with other advisors 1

We need to respect one another as advisors 2

Hold a fall social 1

We advisors get too territorial in our areas 1

Need more luncheons 1

### **Certification**

I don't want a written test 1

Make all advisors become certified 2

No central certification 2

Quicker feedback on advisor performance test 1

### **Protocols for Advisement**

Make advisors use Wolverine track 1

Require students to meet with their advisor 2

Let advisors report to their Dept. Chairs 5

Have advisors work close with Dept staff & faculty 2

Use decentralized advisement model 2

Have strong central advising 1

Leave advisor and Dept chair alone 1

Make advising seamless 2

Let us submit substitutions 1

Standardize work conditions for all advisors 1

Standardize advising protocols 1

### **Advisement Council**

Keep Advisement Council 1

Better feedback process from advisors to AC 1

There is little support for specialty advisors 1

I like connecting with Advisement office 1

Rotate AC chairs 1

Advisement structure at UVU is flawed 1

Center needs to listen to the advisors 1

Hold more luncheons 2

Need better communication 8

Get an advisor dashboard 1

Avoid prescriptive advising 1

Peer advising program (student advisors) 1

Redo certification test 1

Standardize advisement expectations 1  
 Better communication from AC reps to other advisors 1  
 Want more advisors cohesiveness 1

### **Service Issues**

We need to learn to be better advisors not just better in appearance (care about students ) 2  
 Need advising standards for All advisors to live up to 4  
 Some advisors come late and leave early 1  
 Need advisors to be near students 1  
 Increase consistency for all advisors 1  
 Demand excellence for all advisors 1  
 More emails and less phone calls from students 1  
 Let advisors know they are here to serve students (love and respect students) 1  
 Focus on student service in what we do 1  
 Some advisors have poor student service skills 1  
 Sometimes advisors forget their training and make mistakes 1

### **Campus Issues**

Hire more advisors 5  
 Hire teachable advisors 1  
 Structured enrollment is not working yet 1  
 I like the Banner system 1  
 Wolverine track has made things better 2  
 Treat all Advisors equally (ACC) 3  
 Get all advisors in one location 1  
 Fair pay 1  
 Put student picture on Wolverine track 1  
 Need career advancement opportunities 3  
 Reward advisors with masters 1  
 Wait lists are not working 1  
 Keep improving computer system 1  
 Fall training for students on academic language they need to know 1  
 Give us a raise 1  
 Merit pay raises 2  
 Accept transfer math 1

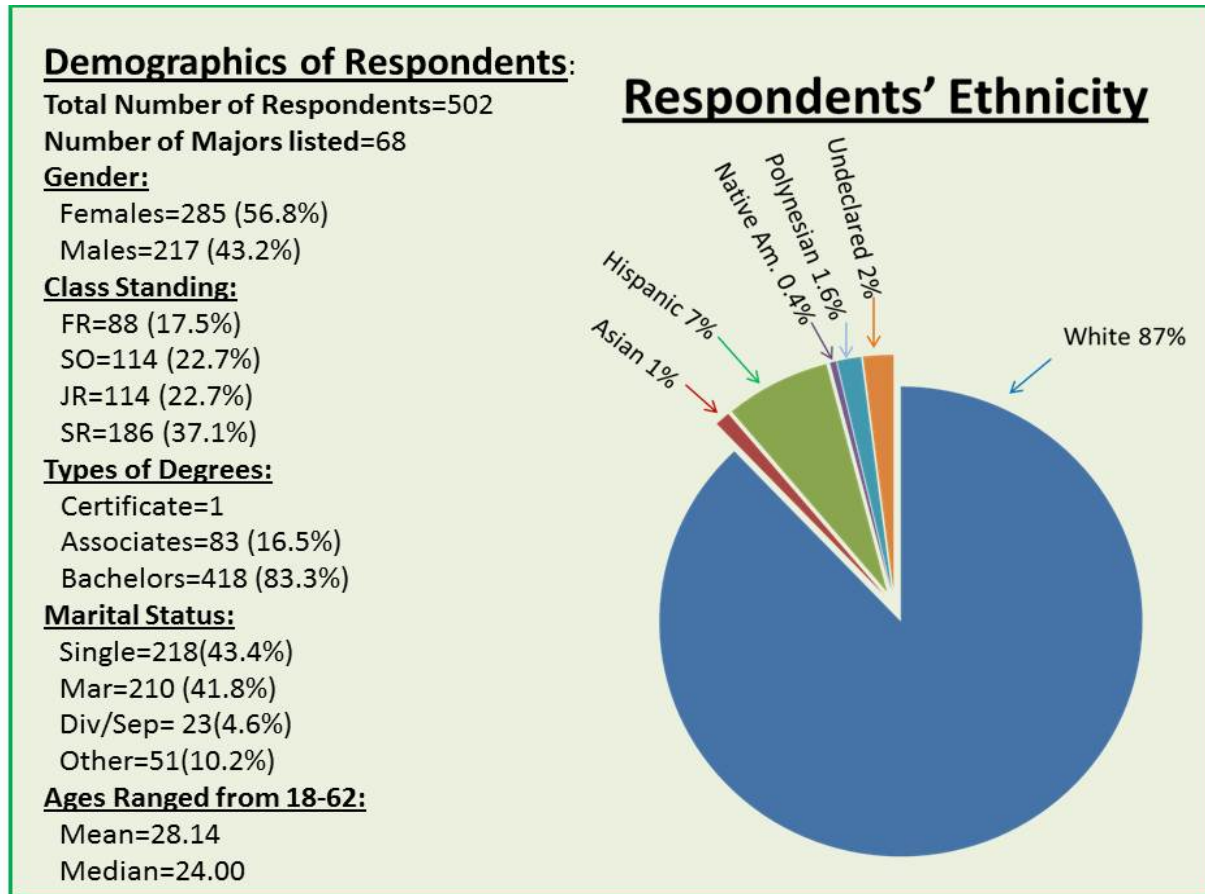
### **Miscellaneous**

We appreciate Wade 1  
 We appreciate Rachael 1  
 We are making good progress 1  
 SPACMNT notes are useful 1  
 Take my phone number off UVU webpage (just my email) 1  
 Leave us alone we are doing a great job 1

# Appendix 4

## Results from the Spring 2012 UVU Omnibus Survey of Current students

**Figure 1. Demographics of Respondents**

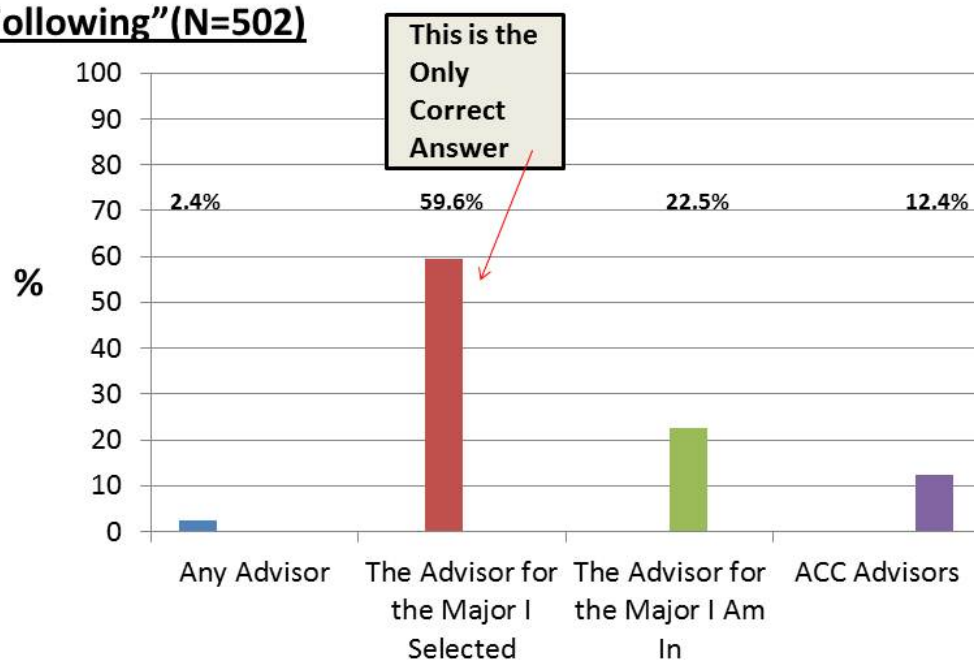


When comparing the proportions of demographics between the sample and the actual UVU population, it becomes clear that the sample very closely resembled the actual student population in many aspects. For example, in the sample, there were slightly more female respondents (56.8%) compared to males (43.2%). UVU's actual demographics for the academic year 2011-2012 included 43.3 percent female and 56.6 percent male. In this sample 87 percent were White while at UVU 84.4 percent were White. In this sample class standing indicated: 17.5 percent Freshmen; 22.7 percent Sophomore; 22.7 percent Juniors; and 37.1 percent Seniors. At UVU there were actually: 35.1 percent Freshmen; 21.4 percent Sophomores; 17.5 percent Juniors; and 25.5% Seniors. And finally, in this sample 16.5 percent were seeking an Associate's degree and 83.3 percent a Bachelor's degree. AT UVU, 23.0 percent were seeking an Associate's and 64.5 percent a Bachelor's degree. Again, the sample closely matched the actual population providing strong support for the representativeness and overall quality of the scientific sample drawn by UVU's Institutional Research Department.

Figure 2 shows the percent selecting the answer to the question, “If You Wanted To Change Your Major, You Would See Which of The Following”. Only 59.6 percent selected the correct answer which was “the advisor for the major I selected.”

**Figure 2. Percent Selecting Correct answer about who to see when changing their major**

**Percent Responding to the Following (Q68) “If You Wanted To Change Your Major, You Would See Which of The Following” (N=502)**

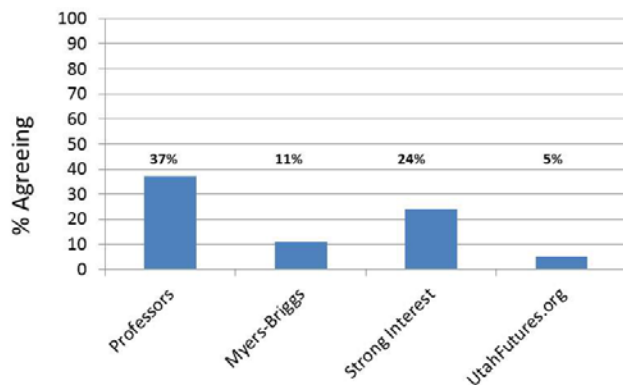


### **What Were UVU Students' Perceptions of their own and Their Advisor's Experiences?**

The survey question asked, "The following were very useful in helping me choose a major:" The students then selected either 1=Strongly Disagree; 2=Disagree; 3=Don't Know; 4=Agree; or 5= Strongly Agree. These figures reflect the percentage that Agreed or Strongly Agreed. Figures 3, 4, and 5 show the percent agreeing for the 12 categories given to the students.

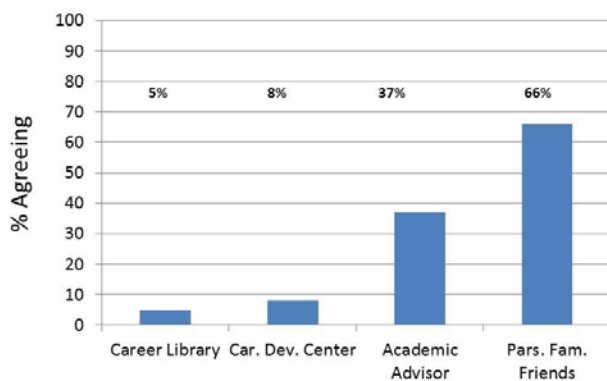
**Figure 3. Percent Agreeing on Question 69**

**Percent Agreeing to the Following Categories Being "Very Useful" (Q69) in Helping Me Choose a Major (N=502)**



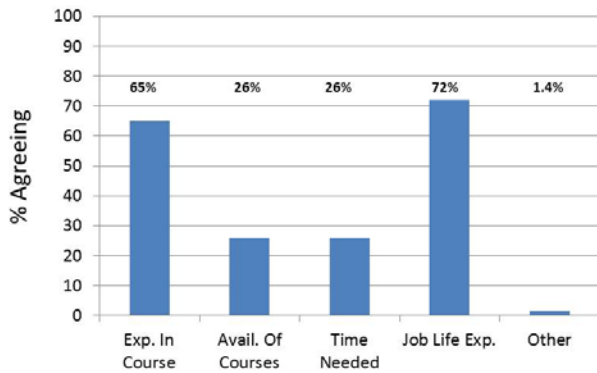
**Figure 4. Percent Agreeing on Question 69 (Continued)**

**Percent Agreeing to the Following Categories Being "Very Useful" (Q69) in Helping Me Choose a Major (N=502)**



**Figure 5. Percent Agreeing on Question 69 (Continued)**

**Percent Agreeing to the Following Categories Being “Very Useful” (Q69) in Helping Me Choose a Major (N=502)**

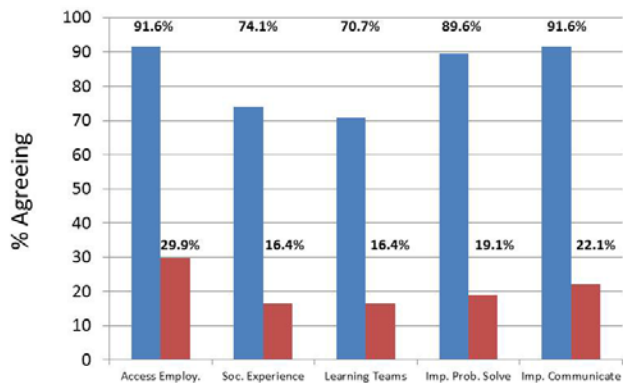


The five most commonly agreed upon factors were (in ranked order): Previous job/life experience (72%); Parents Friends and family (66%); Experience in a specific course (65%); Academic Advisors (37%); and Professors (37%).

The survey asked students to respond to this question, “I consider the following to be important benefits of a university education.” They were then asked to respond to the same 9 categories while answering this question, “My current academic advisor helped me understand the importance of each of the following benefits of a university education.” Both sets of responses were placed side by side on Figures 6 and 7.

**Figure 6. Student Perceived and Academic Advisor Helped Responses**

**Percent Agreeing That These Are “Important Benefits of a University Education;” Blue (Q71) are Student Perceived Benefits, Red (Q73) Are Students Perceived Help from Advisors in Understanding Importance of Benefits (N=502)**





**Figure 7. Student Perceived and Academic Advisor Helped Responses (Continued)**

Percent Agreeing That These Are "Important Benefits of a University Education;" Blue (Q71) are Student Perceived Benefits, Red (Q73) Are Students Perceived Help from Advisors in Understanding Importance of Benefits (N=502)

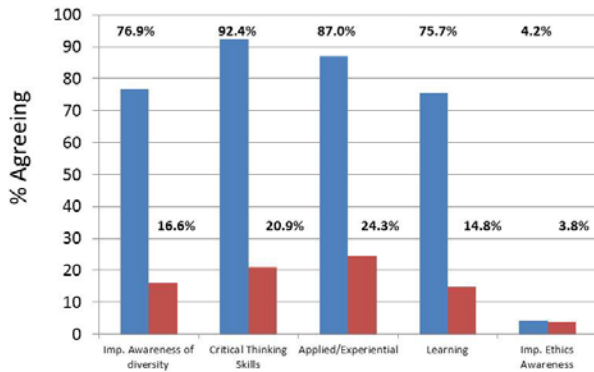
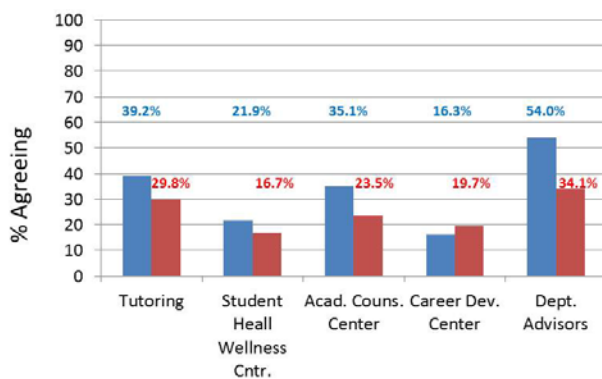


Figure 6 and 7 indicate a relatively sizable difference between what students perceived as important and what advisors helped them to understand the importance of in these categories.

Figures 8, 9, and 10 show the students' responses to this question, "The following resources have been useful to me at UVU." They were then asked to respond to the same 10 categories while answering this question, "Academic advisors on campus helped me become aware of the following resources." Both sets of responses were placed side by side on Figures 8, 9, and 10.

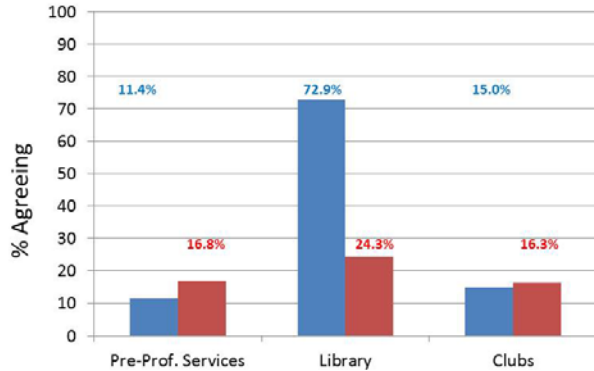
**Figure 8. Student Perceived and Academic Advisor Helped Make Aware Responses**

Percent Agreeing That These Are "Important Benefits of a University Education;" Blue (Q75) are Student Perceived Useful Resources, Red (Q77) Are Students Perceived Awareness from Advisors in Importance of Useful Resources (N=502)



**Figure 9. Student Perceived and Academic Advisor Helped Make Aware Responses (Continued)**

Percent Agreeing That These Are "Important Benefits of a University Education;" Blue (Q75) are Student Perceived Useful Resources, Red (Q77) Are Students Perceived Awareness from Advisors in Importance of Useful Resources (N=502)



**Figure 10. Student Perceived and Academic Advisor Helped Make Aware Responses (Continued)**

Percent Agreeing That These Are "Important Benefits of a University Education;" Blue (Q75) are Student Perceived Useful Resources, Red (Q77) Are Students Perceived Awareness from Advisors in Importance of Useful Resources (N=502)

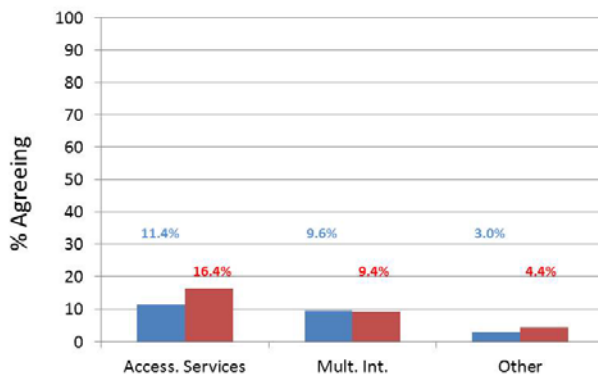


Figure 8, 9, and 10 indicate that the UVU Library was the student perceived most useful resource (72.9%). Department Advisors (54.0%); Tutoring (39.2%); then the Academic Counseling Center (35.1%) were listed in that order. There was not as great of a difference between student-listed and Academic Advisor helped me become more aware-listed responses compared to the questions reported in Figures 6 and 7 above.

Figure 11 shows the answers to the question, "My current academic advisor has helped me be a successful student at UVU." The percent either: agreeing, disagreeing, and Don't Know are presented. The students then selected either 1=Strongly Disagree; 2=Disagree; 3=Don't Know; 4=Agree; or 5= Strongly Agree. These figures reflect the percentage that Agreed or Strongly Agreed. Only 50.2 percent agreed to this question.

**Figure 11. Responses to Question 79**

**Percent Responding to the Following (Q79) “My Current Academic Advisor Has Helped Me Be A Successful Student”(N=502)**

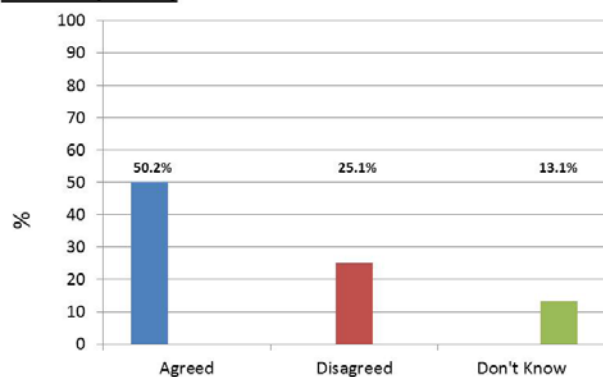


Figure 12 shows the answers to the question, “My interactions with my current academic advisor have influenced me to continue at UVU.” The percent either: agreeing, disagreeing, and Don't Know are presented. The students then selected either 1=Strongly Disagree; 2=Disagree; 3=Don't Know; 4=Agree; or 5= Strongly Agree. These figures reflect the percentage that Agreed or Strongly Agreed. Only 36.6 percent agreed to this question.

**Figure 12. Responses to Question 80**

**Percent Responding to the Following (Q80) “My Interactions with My Current Academic Advisor Have Influenced Me To Continue at UVU”(N=502)**

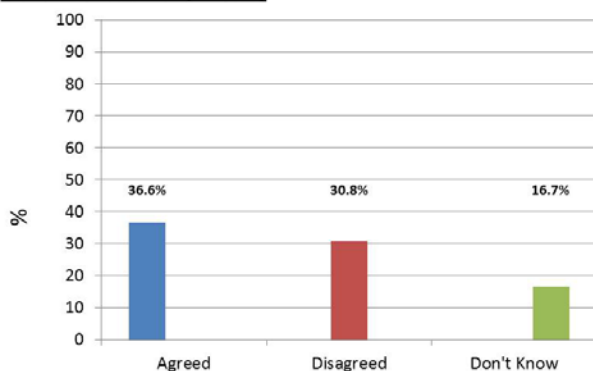


Figure 13 shows the responses to the question, “Based on Your Current Knowledge, Which of the Following Are Categories for the General Education Requirement?” Many of the required and not-required areas were misunderstood by students.

Figure 13. Responses to Question 64

Number and Percent of Answers to the Question (Q64) “Based on Your Current Knowledge, Which of the Following Are Categories for the General Education Requirement?” (N=502)			
Course	Frequency	Percent	Status
Quantitative Literacy (Math)	463	92.2	Required
University Preparation	63	12.6	Not-required
Humanities	430	85.7	Required
Fine Arts	399	79.5	Required
English	486	96.8	Required
Social Science	356	71.0	Required
Computer Literacy	129	25.7	Not-required
US History	410	81.7	Not-required
Career Planning	21	4.2	Not-required
World History	157	31.2	Not-required
Ethics and Values	438	87.2	Required
Physical Science	384	76.4	Required

Figure 14 shows the responses to the question, “Useful for Finding Important Academic Information Such As Degree Requirements, GE Req., and Prerequisite Courses?” My Academic Advisor was selected the most with 459 votes. Wolverine Track was selected next with 438 votes. Then the UVU Catalogues was selected third with 247 votes. Other responses are listed. It is important to note the similarly high number of votes between academic advisor and Wolverine Track.

**Figure 14. Responses to Question 65**

Rank of Resources (Q65) Listed As Being “Useful for Finding Important Academic Information Such As Degree Requirements, GE Req., and Prerequisite Courses?” (N=502)		
	Total Votes Any Rank	Rank Order
Wolverine Track	438	2
My Parents	33	9
My Friends	63	7
My Academic Advisor	459	1
Other Campus Advisors	121	6
My Professors	192	4
UVU Catalog	247	3
Registration /One Stop	168	5
Instant Info	34	8

Figure 15 shows the rank order of student votes in response to the question, “Useful for Finding Important Academic Information Such As Degree Requirements, GE Req., and Prerequisite Courses?” Wolverine Track had the most votes in the student’s first choice. Academic Advisors had the most votes in their second choice followed by UVU catalog for the third and UVU Professors for the fourth. Out of 9 categories, only 4 had enough votes to take a place in the selection order.

**Figure 15. Rank Order of Responses to Question 65**

Resources (Q65) Listed First, Second, Third, & Fourth: AS Being “Useful for Finding Important Academic Information Such As Degree Requirements, GE Req., and Prerequisite Courses?” (N=502)		
	Order Listed	Total Votes
Wolverine Track	First	438
My Academic Advisor	Second	459
UVU Catalog	Third	247
UVU My Professors	Fourth	192

Figure 16 asked students to answer the question, “Based on Your Current Knowledge, UVLink Contains Which Of The Following Resources?” Please note that all answers are correct, but many students were not aware of this (especially with purchasing textbooks, 52.5%).

**Figure 16. Responses to Question 67**

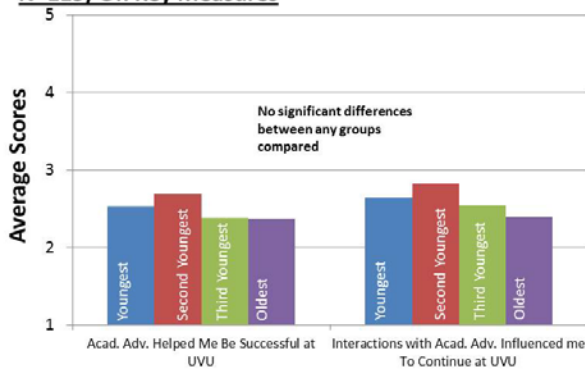
Number and Percent of Answers to the Question (67) “Based on Your Current Knowledge, UVLink Contains Which Of The Following Resources?” (N=502)*		
	Number	Percent
Registration access	483	96.2%
Unofficial transcript access	425	84.6%
Textbook purchases	264	52.5%
E-mail account	468	93.2%
Financial aid information	468	93.2%
Catalog access	385	76.6%
Wolverine track	405	80.6%

Figure 17 shows comparisons of age quartiles. The youngest quartile included ages 18-21; second youngest 22-24; third youngest 25-32; and oldest 33-62 years of age. The questions being compared were: “My current academic advisor has helped me be a successful student at UVU” and “My interactions with my current academic advisor have influenced me to continue at UVU.” The range of responses was between 1 and 5, using this scale: “1=Strongly Disagree; 2=Disagree; 3=Don’t Know; 4=Agree; or 5= Strongly Agree.”

As a quick reminder, T-Tests compare the mean scores of one group to another group. When T-Tests were run comparing the four age quartiles on these two questions, no significant differences were discovered at the .05 level of significance.

**Figure 17. T-Tests Results for Questions 79 and 80 Using Age Quartiles**

**T-Test Comparisons of The Youngest Quartile (Ages 18-21; N=125 Second Youngest (Ages 22-24; N=121); Third Youngest (Ages 25-32; N=133); and The Oldest Quartile (Ages 33-62; N=115) On Key Measures**



Significance Levels \*=.05 \*\* =.01 \*\*\*=.001

Figure 18 shows the comparison of age quartiles on all 12 questions included in the Question 69 series. The second youngest quartile listed Professors at 45 percent which was higher than the other groups. The Youngest quartile listed academic advisors (69g) at 44 percent while the other groups reported lower numbers. The oldest quartile reported only 49 percent for parents, friends, and family (69h) while the other groups reported higher numbers. Previous Job and Life Experience was the highest reported by all age quartiles (69L; see actual survey below for more details).

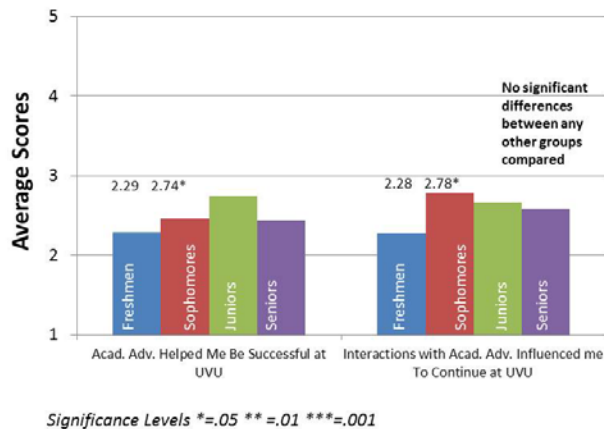
**Figure 18. Comparative Results for Question 69 Series Using Age Quartiles**

Age Quartile Comparisons of Percent Agreeing on Each of the Questions 69a-69L				
	Youngest	Second Youngest	Third Youngest	Oldest
69a	39%	45%	34%	36%
69b	14%	9%	13%	9%
69c	29%	23%	27%	23%
69d	9%	3%	3%	7%
69e	6%	3%	5%	5%
69f	10%	7%	10%	7%
69g	44%	39%	39%	32%
69h	78%	77%	71%	49%
69i	67%	78%	65%	61%
69j	30%	25%	26%	28%
69k	32%	29%	26%	24%
69l	70%	75%	77%	75%

Figure 19 shows T-Tests results comparing average scores between Freshmen, Sophomores, Juniors, and Seniors. The questions being compared were: “My current academic advisor has helped me be a successful student at UVU” and “My interactions with my current academic advisor have influenced me to continue at UVU.” The range of responses was between 1 and 5, using this scale: “1=Strongly Disagree; 2=Disagree; 3=Don’t Know; 4=Agree; or 5= Strongly Agree.”

**Figure 19. T-Test Results Comparing Class Standing for Questions 79 and 80**

**T-Test Comparisons of The Freshmen (N=88) Sophomores (N=114); Juniors (N=114); and Seniors ( N=186) On Key Measures**



There was a significant difference between Freshmen and Sophomores in both questions, suggesting that by their second year, UVU Sophomores had gained an improved appreciation for academic advisors on these two measures.

Figure 20 shows the class standing comparisons for the Question 69 series. Upper class students reported higher percentages for 69a professors. Freshmen reported higher percentage for 69d, Utah Futures (a relatively new resource). There is much room for marketing and information sharing on many of these resources.

**Figure 20. Comparative Results for Question 69 Series Using Class Standing**

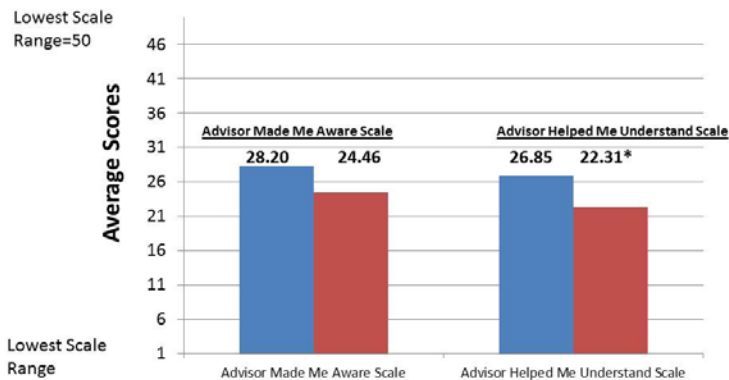
Class Standing Comparisons of Percent Agreeing on Each of the Questions 69a-69L				
	Freshmen	Sophomores	Juniors	Seniors
69a	25%	36%	42%	44%
69b	5%	12%	12%	14%
69c	26%	21%	24%	29%
69d	12%	5%	3%	4%
69e	6%	6%	4%	4%
69f	7%	8%	9%	10%
69g	34%	38%	43%	38%
69h	70%	66%	71%	69%
69i	67%	69%	68%	67%
69j	32%	23%	25%	29%
69k	24%	39%	26%	30%
69l	70%	75%	80%	72%



Figure 21 compares the youngest age quartile to the oldest age quartile on two new scales. “The Advisor Made Me Aware Scale” was constructed by adding all the responses to the categories in question 77a-77j (see full survey below). This scale was discovered using factor Analysis which indicated their strong statistical connection to one another. “The Advisor Helped me Understand Scale” was constructed by adding all the responses to the categories in question 73a-73i (see full survey below). The Youngest quartile gave the advisors higher scores on both scales, but the understand scale was significantly higher for the youngest quartile. One of the student researchers, belonging herself to the oldest quartile suggested that older students may be intimidated by younger academic advisors (she was).

**Figure 21 Youngest and Oldest Age Quartiles Compared on Two Advisor Rating Scales**

**T-Test Comparisons of The Youngest Quartile (Ages 18-21; N=125) to The Oldest Quartile (Ages 33-62; N=115) On Key Scales**



Significance Levels \*=.05 \*\*=.01 \*\*\*=.001

# Appendix 5

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## Omnibus Student Survey Spring 2012

Q. 64 Based on your current knowledge, which of the following are categories for the General Education requirement at UVU? (select all that apply)

- ☐01 Quantitative Literacy (Math) Q64a
- ☐02 University Preparation Q64b
- ☐03 Humanities Q64c
- ☐04 Fine Arts Q64d
- ☐05 English Q64e
- ☐06 Computer Literacy Q64 f
- ☐07 US History Q64g
- ☐08 World History Q64 h
- ☐09 Ethics and Values Q64i
- ☐10 Social Science Q64j
- ☐11 Physical Science Q64k
- ☐12 Career Planning Q64 L

Q.65 What sources are useful for finding important academic information such as degree requirements, General Education requirements, and prerequisite courses? (select all that apply)

- ☐1 Wolverine Track Q65a
- ☐2 My parents Q65b
- ☐3 My friends Q65c
- ☐4 My academic advisor Q65d
- ☐5 Other campus advisors (Fin Aid, Mult Center, Admissions, Athletics) Q65e
- ☐6 My professors Q65f
- ☐7 Instant info Q65g
- ☐8 UVU Catalog Q65h
- ☐9 Registration / One Stop Q65i
- ☐0 Other (please specify): Q65j

Q.66 Other: Typed responses

Q.67 Based on your current knowledge, UVLink contains which of the following resources? (select all that apply)

- ☐01 Registration access Q67a
- ☐02 Unofficial transcript access Q67b
- ☐03 Textbook purchases Q67c
- ☐04 E-mail account Q67d
- ☐05 Financial Aid information Q67e
- ☐06 Catalog access Q67f
- ☐07 Wolverine Track (degree audit system) Q67g
- ☐08 Library book checkout Q67h
- ☐09 Online meal purchase Q67i

- ☐10 Faculty / Staff Directory Q67j  
☐11 Online ACT and Accuplacer testing Q67k

Q.68 If you wanted to change your major, you would see which of the following:

- ☐1 Any Advisor on campus  
☐2 The Advisor for the major I have selected  
☐3 The Advisor for the major I am in  
☐4 Academic Counseling Center (ACC) advisors

Q.69 The following were very useful in helping me choose a major:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Does Not Apply to Me
a-Professors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
b-Myers-Briggs Type Indicator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
c-Strong Interest Inventory	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
d-UtahFutures.org	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
e-Career Library	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
f-Career Development Center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Academic Advisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
f-Parents / family / friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Experience in a specific course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
h-Availability of courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
i-Time needed to complete the major	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
j-Previous job / life experience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
k-Other (please specify):	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

Q.70 Other: Typed

Q.71 I consider the following to be important benefits of a university education.

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Does Not Apply to Me
a-Access to better employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
b-Social experiences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
c-Learning to work in teams	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
d-Improved problem solving skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
e-Improved communication skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
f-Improved awareness of diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Improved critical thinking skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
h-Applied / experiential learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
i-Improved ethics awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
j-Other (please specify)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

Q.72 Other: Typed

Q.73 My current academic advisor helped me understand the importance of each of the following benefits of a university education.

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Does Not Apply to Me
a-Access to better employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
b-Social experiences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
c-Learning to work in teams	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
d-Improved problem solving skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
e-Improved communication skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

f-Improved awareness of diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Improved critical thinking skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
h-Applied / experiential learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
i-Improved ethics awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
j-Other (please specify):	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

Q.74 Other Typed

Q.75 The following resources have been useful to me at UVU.

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Does Not Apply to Me
a-Tutoring services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
b-Student Health / Wellness Center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
c-Academic Counseling Center (ACC)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
d-Career Development Center (CDC)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
e-Departmental Advisors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
f-Pre-Professional Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Library	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
h-Clubs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
i-Accessibility Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
j-Multicultural / International	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
k-Other (please specify):	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

Q.76 Other: Typed

Q.77 Academic advisors on campus helped me become aware of the following resources:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Does Not Apply to Me
a-Tutoring services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
b-Student Health / Wellness Center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
c-Academic Counseling Center (ACC)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
d-Career Development Center (CDC)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
e-Departmental Advisors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
f-Pre-Professional Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
g-Library	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
h-Clubs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
i-Accessibility Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
j-Multicultural / International	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0
k-Other (please specify):	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0

Q.78 Other: Typed

Q.79 My current academic advisor has helped me be a successful student at UVU.

☐1 Strongly Disagree ☐2 Disagree ☐3 Don't Know ☐4 Agree  
☐5 Strongly Agree ☐0 Does Not Apply to Me

Q.80 My interactions with my current academic advisor have influenced me to continue at UVU.

☐1 Strongly Disagree ☐2 Disagree ☐3 Don't Know ☐4 Agree  
☐5 Strongly Agree ☐0 Does Not Apply to Me

Q.81 Please share any comments, compliments, or concerns that can help academic advisors provide quality service: typed

### **Demographic Descriptors**

**Major code**

**Degree level**

**Class** 1=FR 2=SO 3=JR 4=SR

**Gender** 1=Female 0= Male

**Marital Status** 1= Single 2=Married 3= Divorced/Sep 4=Other

**Ethnicity** 1=Asian 2=Hispanic 3=Indian 4=Native Am 5=Polynesian 6=Undeclared 7=White

# Appendix 6

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## UVU Advisement Conference Advisor Focus Group

### **Three Core Findings:**

#### **The Advisors define the ideal UVU student traits as being:**

- 1) Curious
- 2) Teachable, willing to learn new things
- 3) Aware that university success is more complex than high school success
- 4) Proactive and assertive
- 5) Internally driven (Internal locus of control)
- 6) Know that their own success depends on their own efforts (as opposed to their professor's, parents, friends, or advisors)
- 7) Supported by a system of family friends and others
- 8) Motivated to put in the effort for pre-advising research about UVU, its programs, requirements, applications, deadlines, etc.
- 9) Willing to get involved at UVU
- 10) Willing to seek for and find their major sooner than later
- 11) Aware that they are their own #1 resource and if they do graduate it will be because they themselves were in charge of their university education
- 12) As familiar with UVLink as they are with their own Facebook account
- 13) Willing to seek help sooner than later when an issue or question arises
- 14) Dependent on their academic advisor as the ultimate authority on their major (as opposed to their family, friends, and other majors)
- 15) Willing to trust that advisors and others at UVU know what they are doing and have their best interest at heart
- 16) Stubborn, persistent, tenacious, and hard to discourage

#### **The advisors describe the ideal student preparation PRIOR to meeting with their academic advisors as being:**

- 1) Get fully accepted in their UVU application
- 2) Register for classes after meeting with the advisor (ideally 4 months prior to meeting with advisor)
- 3) Explore and learn Wolverine Track, Getting Started Checklist, and UVLINK
- 4) Make an appointment with advisor
- 5) Visit with advisor, bring specific questions after having done 3 & 4
- 6) Develop three plans (entry into, matriculation through degree, and graduation)
- 7) Have used Internet skills to learn UVU and all the requirements that ultimately fall on their shoulders to know

#### **What the advisors want UVU Students to know before Fall Semester 2012 begins**

- 1) New deadlines: Aug 1st, 2012 application deadline & Aug 15th, 2012 Tuition payment
- 2) Read ALL Emails and paperwork received in your mailbox from UVU.
- 3) Concurrent Enrolled students must reapply to change their status with UVU
- 4) You are already late to register and find classes
- 5) Wolverine Track is your best source of specific information about your detailed progression toward graduation. Wolverine Track is the textbook for Academic Advising at UVU and you must read it often (more than one quick glance)
- 6) All Brand New and Transfer students must meet with their academic advisor
- 7) Your ACT Math scores expire in 2 years, so take your math early because after 2 years you have to take the Accuplacer test and this could land you in remedial math courses

- 8) Structured Enrollment is brand new, in place, and in force. Do you as a student already know what that means to you?
- 9) You are your own best advocate and the academic advisors are here to back you up but not carry you
- 10) A higher education is a privilege which you deserve
- 11) UVU, like most universities requires more and different types of effort if you want to succeed. (High school was easier and less demanding)

## Transcript

**Focus Group #1:** 11:10 AM 06/07/12 Male Advisors: 3 Female Advisors: 9

What are students doing well?

Which type of students are we talking about here? All: freshman, sophomores, juniors, and seniors.

Students are curious they are interested in being in school. And they are motivated to learn. They are interested in feedback and want a reason for being in school. They need motivation for which classes they need to take.

Students are better at making appointments. Helps prepare advisors.

I have a website that helps clarify questions before students come in. Half of the students don't read the questions, and other students are coming in asking the website questions and the students who do read have better quality questions and are better directed.

[www.uvu.edu/prelaw](http://www.uvu.edu/prelaw)

There is a prelaw, pre-nursing, and pre med (copy paste issues)

It's not a perfect website, we've been working on improving it.

Three groups of students:

1. Higher level of conversations with those who read through the website and write down questions.
2. Some who skim through the website and have an idea of what they want to talk about
3. Students who don't read and want all of the work done for them.

Students who come to the office is a huge step in showing their motivation at school, is interested in being there and is invested in ideas for classes.

Pre-health require students to make an appointment.

Helps when students know their student id# and read through the websites or PowerPoint's. If students are engaged, you can do so much more with your students. Book: Ryan Otter: Apply yourself in college

One thing I've noticed with students is that more freshman students have done all of the necessary steps to clear the hold when they come in. Want to talk about admission process and financial aid. If they want help the most, those who have gone through the getting started checklist. Email your advisor before you meet to know what you need to do to prepare before meeting. Students who come in with a support system i.e. parents and friends show that they have someone to give a second ear.

Using Wolverine track is a good indicator for advisors to know your motivation.

Senior students who can look at wolverine track and use it, helps advisors to piggy back what they already look at online.

Get students aware of admission process, getting started checklist and what wolverine track is. Instant info helps direct students with what they need to do before they meet with their advisors.

Student's say that wolverine track is very helpful in fulfilling their graduation requirements. Secondly it's meeting with advisors that is also most helpful.

Brand new students and transfer students are required to meet with their academic advisors.

Wolverine track can be beneficial or not beneficial depending on which department you are in. Wolverine track can be confusing and may encourage students to take classes out of order, rather than what an advisor may suggest to you in person. Advisors like to make a plan for the students through wolverine track. Wolverine is



like the textbook in advising and it should be read more than once. Biology advisors put in a two-year plan that is required to be followed by students.

Students are focusing on graduating and they want to persist in getting through college. They want an entry plan and an exit plan. The problem is getting the connection through school to graduation. Most students have graduation as the end goal.

The students at turning point are mostly non-traditional students and very often they are going through a rough transition in their life, divorce or abusive relationships. Those students need a different preparation rather than what an average traditional student who gets advisement. The students who have an idea for an end goal are much easier to advise. We would like to encourage students to make themselves healthy emotionally before they can meet with their advisors. Older students seem to be more motivated in school to provide for a family or personal issues. Turning point is a support advisement list, as well as one stop, financial aid. There are different types of advisors at UVU support advisor and specialty advisors.

Ideal Student: Thought about what they want out of the college experience. How involved they want to be at the school. Or if they want to work full time and go to school in the evening or weekends. It helps direct advisor to know what path to help students get to the end goal.

Why are you here?

Start where the student is.

What is the student's knowledge about the school and the program that they are enrolled in? Are they knowledgeable or do they need to be walked through hand in hand. Some students just know they want to be in school with a general idea of what they want, while others have specific goals at where they want. Some students don't have realistic expectations for what type of work needs to be done in order to get to graduation.

Students believe the buses: Get a degree and a resume. (Engaged learning.) Students have unrealistic ideas of what to expect out of college and want to get in and out as fast as possible.

Advisor want to: help students to think critically and adapt to what type of professional environment they want to work in.

Advisors love students who take the initiative to find resources within themselves. (External vs. internal locus)

Students need to know UVLINK as well as they know their FACEBOOK account. All of the information is listed on there!!!

Working professionals who come back to school have a preconceived notion of work experience that should make up for general requirements. Post-back students come back looking for math and science degrees. Encourage students to take the hard classes first, it will save you time in the long run. UVU is precursor for a lot of professional programs such as pre med, pre dental, law school. Help students understand what they can get out of UVU before they go on to graduate studies.

What are three things we want to tell students that are different from last year?

Tuition pay deadline- August 15

There is a deadline to apply and admission: All transfer credits, application and money, which is due by August 01

Meet with advisor which before you register, we recommend Four month before. New students can't register without meeting with an advisor.

No reinstatement of classes if tuition isn't paid. If they didn't pay, they will have to get back on the waitlist and there is a 50-dollar reactivation fee, and a 200-dollar late fee added as well.

READ YOUR EMAIL!!!!!!

3 TOP 3 or 5 mistakes that students are making:

Don't ask for help- soon enough

Don't read

Don't listen to friends listen to their advisor

Don't wait to take Math! Get it over with right from the get go

Don't Miss your deadlines and don't avoid!!! Communicate with your advisor and your professors. BE A GROWNUP!

Don't expect others to do the work for you

Don't put off your goals; figure out what you want to do!

Don't underestimate yourself and don't be afraid to try

Don't take all of your classes from adjunct faculty- get connected to campus and professors

Don't change your major

College success depends on you and your effort, Find a personal connection with your advisor and if it's not there, keep going develop a relationship, they are there for you.

Be prepared but don't be afraid to ask questions

**Focus Group #2**, 1:30pm, on 06/08/12 Male Advisors: 4Female Advisors: 3

What would you like students to do when they come in and talk to advisors?

Honors program gets first choice of classes. Majority of them come from concurrent enrollment. Students need to understand that they need to reapply to school as a new student. Maybe change policy for concurrent enrollment students. Transitioning students from high school, we need to consider concurrent enrollment students as UVU students. Those students shouldn't be held up, we need to give them the information so they know what they need to do. This is the first year of the new policy.

**STUDENTS WOULD BE MUCH MORE INFORMED IF THEY WOULD READ THEIR EMAILS!!!**

Students are unfamiliar with UVLINK period. Students are missing their deadlines, because they are not reading. There is a disconnect about the transition to apply and be apart of UVU.

Students need to read: welcome information, it tells them about getting started handout, that will be the greatest resource to know about how the process of admission should go. There is a learned helplessness with students. Structured enrollment is this year, I'm not sure if students know that this is going to be happening.

Wasatch campus: these new policies and structured deadlines may not be beneficial for the student population up here. There is a low enrollment rate. I want students read and prepared. There may need to be a different process for Wasatch campus up here. There should be a reworking of how to address our student's needs up here.

Change is uncomfortable, the new policies may seem scary this year but as school goes on it will get easier to understand the process.

Language needs to be laid out in simple terms for students.

There are two things that stand out:

1) You always defer to someone else for how to do it. I didn't prepare much; I just came in and asked what I need to do. Students have turned advisor sessions into this. You come in asking what do I need to do. No much preparation

-Tell me what to do.

2) You need to be informed. You need to find the information on your own then go to advisors for clarification or questions. -Take ownership, I looked at this; this is my interpretation of it, is it right?

UVU is rising to the occasion and become more serious. The school needs to make sure that we are preparing our students to succeed. We need to be making the move to college a more comfortable transitional period.

How do we teach students who are uninformed and just don't know?

We need to teach them. They are Internet savvy, but very uninformed about how to find information on the UVU website. Advisors need to be sensitive to the student's who really don't have any idea about how to resource and find information.

This generation needs to use their computer skills.

Students need to come on their own, do not bring your parents, come in and take ownership for what you need and what you need to do. When the parents are there with their students, the student is most likely to tune out and not listen.

This needs to be in the best interest of the student.

Students are not giving as much effort as we would like to see when they come into the office.

There are some very complicated issues. I don't have control over anybody but my own self. Retention is an issue; people who fail classes are an issue, student's who did terrible at the beginning. Advisors can control the relationship they have with their students. Empathy, compassion, expectations need to be laid out from the get go, and people will rise to the occasion. If they don't it is on the student, not on the advisor. Advisors need to teach the value of expectations. We need to help students internalize and understand the why of the expectation. WE need to teach what successful students do. You need to put through the "dumb" stuff. Once you get through that, you'll get a lot of momentum and you'll get a lot about development. There is a light at the end of the tunnel. You'll be able to figure out what you'd like to get out of this.

Students need to be their own best advocate. Don't listen to everything you hear. Build a support group in college; people you can go to and help you get through it. Recognize that you deserve an education and only you can go out and make it happen.

The deadline requires a student to make a certain amount of dedication.

What students should learn is the difference between what high school expectations are and college expectations are.

"Being weird" Video clips about how different college is than high school. Professors in college don't have to pass anybody. You need to work for the grade that you earn. The high school kids are coming in, not understanding what is expected out of college. [www.uvu.edu/acc](http://www.uvu.edu/acc)

The advisors job is to teach the students. Bring out the best in the students.

The simplest thing to focus on for students; they need to understand the timeline, for when to apply, when classes fill up, financial aid deadlines, and application deadlines.